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ABSTRACT

A study investigated higher education communication curricula in foreign countries to determine the status (program offerings, objectives and trends) of communication curricula throughout the world. Considering the difficulty in preparing a comprehensive international inventory, a modified "snowball technique" (involving a series of systematic referrals whereby the size of the sample increases exponentially) evolved as the best means of research. Each of the snowball contacts received a letter explaining the focus of the study on catalog descriptions, requesting advice/guidance, soliciting appropriate materials or library references about the system of communication education, and soliciting other snowball targets. Data, gathered from approximately 250 respondents, provided a partial inventory for discussion of curricula in Australia and the United Kingdom, proceeding to the other English-speaking countries of Canada and New Zealand, and concluding with non-English speaking countries, based on an alphabetical consideration of regions including Africa, Asia, Europe, and Latin America. Results revealed that primarily English-speaking regions have embraced communication as a higher education discipline, while "pioneering" seems to have occurred in non-English speaking regions. Leadership to extend this preliminary study and to facilitate dissemination of teaching and research to regions in need of curricular expansion is called for. (Thirty-four references and an appendix describing the snowball research methodology are attached.) (KEH)

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"Higher Education Communication Curricula Outside of the U.S.: An Inventory and Data Report"

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"Higher Education Communication Curricula
Outside of the U.S.: An Inventory and Data Report"

ABSTRACT

This is the first inventory of global higher education communication curricula, albeit not comprehensive and not without some delimitations, as noted herein. The inventory was based on a modified "snowball technique." Communication curricula proliferate in some regions that one might anticipate and exist in some countries that one might not anticipate.

INTRODUCTION

It is apparent that the interest in communication in the United States has grown greatly in recent years and that communication curricula have, accordingly, expanded; indeed, Osborn (1990) maintained that communication was the "sixth-fastest growing of the 30 disciplines tracked in the U.S. Education Department's 'Trends in Bachelors and Higher Degrees 1975-1985'--experiencing a 122-per-cent increase in degrees conferred (excluding those in radio, television, and film production). Further, members of the communication discipline are firmly committed to expanding knowledge of the communication process, which is achieved through research, and to disseminating this knowledge as widely as possible. The International Communication Association has, for example, sought for a number of years to make the association more international in scope, and this "internationalization" is, of course, congruent with worldwide developments that are political, social, financial,

technological, and pedagogical. But dessemination of information is achieved most prominently through higher education curricula, and little effort has been made to assess the status of communication curricula globally. Knowing the status of curricula may facilitate more effective information dissemination, and the communication discipline can thus benefit from an awareness of curricula internationally.

The analysis that follows is an interim report because as time passes, the data will almost certainly change radically. Thus, this is a "snapshot" in time, which serves to reveal trends about curriculum developments. Further, because there has been little previous research to indicate the status of global communication curricula, the data here may serve as a "benchmark" to measure future changes.

Review of Literature

The study of higher education on an international level is, of course, the focus of a great deal of literature (see, for example, Noah, 1984), including major periodicals such as the Bulletin of the International Bureau of Education and the Comparative Education journal. Systems of education in various countries or regions within this global realm are described in volumes such as the International Encyclopedia of Education and the International Handbook of Education Systems. Further, many individual disciplines have focused on global curricula, including Edfelt's (1988) study of management.

However, there have been few investigations of global

communication curricula, and these have been limited in scope. A useful reference book is the World Communication Report (UNESCO, 1989), but it contains only a brief, broad-stroke description of "training" and little specific, curricular information.

The most ambitious study of curricula is Casmir's and Harms' (1970) collection of essays by others, International Studies of National Speech Education Systems, which focused on Australia, Austria, English-Speaking Canada, Finland, Germany, Greece, Japan, Korea, Lebanon, New Zealand, The Philippines, and Sweden. The means of selecting the twelve countries for analysis is not apparent, but characterizing educational systems in the countries provided a useful context for analysis, a benefit that was beyond the parameters of the present study. Speech education was broadly conceived, including, in some cases, theatre, and speech and hearing therapy, and many levels of education were characterized, often offering specific data about higher education. Obviously the dated nature of this study is a problem for use in a contemporary analysis of curricula.

Another global study was conducted by the Federation Internationale des Editeurs de Journaux (Sala-Balust, 1985), which surveyed "all newspaper publishers' associations" and focused briefly on curricula; "eighteen associations from all parts of the world answered the questionnaire (Sala-Balust, 1985, p. 9)." The authors reported that two very common "specialty courses" in university programs included "New Media" and "New Technology" but concluded that "most university programmes are

considered too academic by many publishers who complain that graduates tend to know a lot about mass communications but find it difficult, in practice, to communicate with readers (Sala-Balust, 1985, p. 10)."

There have been some more focused studies of communication curricula. The symposium edited by Wiio (1980) focused principally on mass communication and journalism in Finland, Sweden and the Federal Republic of Germany. Hadwiger, et al. (1972), Trautman (1975), and Dyck and Jehn (1977) had earlier provided a description of studies in West Germany, but "oddly, none of these . . . essays establishes with clarity how relatively weak the field of . . . communication is in West Germany, particularly in universities. . . . (McGuire and Berger, 1979, p. 169)" Closing this gap of knowledge, McGuire and Slembeck (1987) recently provided a review of the "the major ideas and theories of . . . Hellmut Geissner, . . . the only person in West Germany to hold the rank of Professor of speech communication (p. 349)." McGuire, with Berger (1979), also provided an excellent review of curricula in East Germany.

There is a good deal of literature about curricula in Australia, which is reviewed within the text below.

Less attention has been paid to curricula in other countries. Canada has been the focus of studies by McPhail and Larsen (1983) and by Fiordo (1988, 1989). Lastly, Blythin (1990) has focused on Mexico, and James (unpublished) has analyzed curricula in Africa.

As discussed below, one must ultimately address the parameters of "communication" curricula, and mass communication is a particular nemesis. The present study made little effort to include all of "journalism" within the concept of communication curricula, but "mass communication" curricula are often included within journalism curricula. Thus, mention must be made of studies of China, the most relevant of which is by Greenberg and Lau (1990), which reviews, of course, previous studies.

In sum, there has been no systematic effort to analyze global curricula. While the study reported here does not provide a comprehensive analysis, it seems the first systematic effort to collect and analyze global curricula data.

Methodology

This is a very abbreviated version of the methodology, which is reported in more detail in an Appendix. Some comprehensiveness parameters were necessary, and in the absence of a systematic framework to conduct the study a modified "snowball technique" evolved as the best means of research. There are a number of disadvantages in utilizing this technique, principally the absence of a systematic set of parameters. Data collection began in Summer, 1987, and the analysis stage for data began in July, 1990. The product of this snowball technique cannot be considered a comprehensive analysis of the status of curricula. Rather, it is a systematically-derived product that is almost certainly very incomplete in coverage of all global curricula.

"Communication" curricula were defined, in part, by the respondents, (though film curricula and journalism curricula were excluded except when they seemed directly relevant to mass communication). For example, "public relations," "language" and other curricula are included insofar as respondents offered information about these.

OVERVIEW

The regions with the most communication curricula proliferation outside of the United States are in the English speaking countries of Australia and the United Kingdom, as one might anticipate. The snowball technique seems to have been effective in these and the other two English speaking countries, Canada and New Zealand. Responses by snowball targets in other regions were much less dependable, and less primary catalog curricula data were made available; thus, descriptions of curricula in non-English speaking regions are often dependent on correspondence alone. Nonetheless, it is notable that communication curricula are not limited to the English speaking regions, as noted herein. The curricula in which communication is taught outside of the U.S. are not, of course, restricted to academic departments of communication, and the diversity of curricula is also noted below.

This report begins with a discussion of curricula in Australia and the United Kingdom and proceeds with a focus on the other English speaking countries of Canada and New Zealand. Subsequent discussion is based on an alphabetical consideration

of regions.

One international curriculum was included in the snowball sample. The University of Maryland's Overseas Program offers some basic classes in Speech Communication, Technical Speech Communication, and Interpersonal Communication in its European Division but no classes in its Asian Division.

AUSTRALIA

Communication studies is a very popular curriculum in Australia: indeed, one recent exchange faculty (Downs, 1989) reported that "some communication departments are [already] receiving three times as many applications from students as they can admit into their programs." Australia is also probably the scene of one of the most communication-proliferated curricula in the world, in terms of the number of institutions and the scope and diversity of programs. This judgment is based on five phone conversations with snowball targets, written responses by fifteen snowball targets, and data gathering of curricula from eight institutions; in addition, a one-hour interview with a prominent Australian communication professor was very helpful for this report. At the time of this writing, nine snowball targets have not responded to written inquiries.

Review of Literature

A plethora of professional literature has analyzed the issues that permeate the development of curricula and cognate research, and review of all of the literature is beyond the scope of this analysis. However, curricula and cognate research are

particularly compelling matters for a country in which communication studies have developed extremely rapidly in the last 20 years, or actually closer to 10 years (Crocker, 1970; Ticehurst, 1989) In a 1984 paper for the International Communication Association convention, Irwin (1984) described: the growth of communication studies and its problems; the differing "assumptive positions" of the European and North American heritages; and the evolution of communication studies in institutions (along with a comprehensive table of institutions and the degrees and diplomas offered). He described some curricula as "business-oriented," some as "arts-oriented," some as social-science-behaviorally-oriented, and some as "vocational-media-oriented."

This theme of curricula orientation and its derivation from American and European programs was also the focus of an earlier article by Lewis (1982) and of subsequent analyses. For example, Putnis (1986) used the terms utilitarian/vocational vs. liberal/critical approaches to curricula. Later, Putnis (1988) focused on institutional examples of "communication in business education," a "generalist" approach, and developing professionals for the communication industry. Yonghua (1988), employing different terms, focused on institutional examples of theoretically-centered courses, vocationally-centered courses, nand a balance of these two types. Theoretically-centered classes were semiotically-oriented, psychologically-oriented, or sociologically-oriented. Vocationally-oriented courses were in

journalism, public relations, and advertising. The more subtle of these distinctions are not of significant import for the purpose of the present analysis, though some of them are noted below.

In addition to general categorization of curricula, case studies of individual institutions were also offered by Irwin, et al. (1986) of the Nepean College of Advanced Education and by McKinnon (1987) of Warrnambool Institute of Advanced Education. Lastly, Kaye and Patton (1987) offered a case study comparison of the administration of communication programs in Australia and the United States.

An inseparable matter of major importance for curricula in higher education in Australia is the two-tier system of universities and colleges of advanced education (or institutes of technology), which was recreated from the British model (Putnis, 1986; Irwin, 1988; Yonghua, 1988). Inseparable from this matter is the placement of communication studies in different schools (Yonghua, 1988), which may be: Liberal Studies; English and Linguistics; Humanities and Social Sciences; Financial and Administrative; and General Studies.

The most current and compelling matter of interest for curricula and cognate research is the effects of the White Paper on the future of communication studies: according to one Dean (Irwin, 1989), the 1988 Dawkins White Paper "represents a comprehensive attempt . . . to reform Australian higher education. Implicitly, it is highly critical of . . . higher

education, . . . and the changes it seeks . . . are intended to be far reaching and immediate (p. 42)." In Irwin's judgment, some of the consequences will be as follows:

1. economic goals for higher education have been placed ahead of social goals (p. 43).
2. communication studies will not grow "to any great extent" (p. 45).
3. the number and importance of service courses in communication offered in other programs will continue to increase, "such as health studies, business, education and computing" (p. 46).
4. communication studies courses will increasingly look for support from industry and from professional associations (p. 46).
5. more attention will be paid to . . . graduate job destinations (p. 46).

Representative Curricula

As indicated above, curricula in Australia will experience some major changes within the near future. For the present, characterizing all of the communication programs is beyond the scope of this analysis. Indeed, as discussed above, the parameters of the term "communication curricula" is a particular problem. Thus, even an assessment of the numbers of such programs is subject to interpretation. Further, characterizing the programs in terms of the types of institutions is problematic, as the term "university" in Australia is currently

used in a number of different senses. Suffice it to say that at least seventeen institutions offer programs that, most would agree, represent some form of communication curricula. This seems a substantial offering when one considers that the population of Australia is less than the state of California.

The following are representative examples of current curricula data, gathered for this study, in higher education institutions, some of which already represent some consequences of the White Paper. In sheer numbers, these examples demonstrate the proliferation of communication courses offered and the variety of curricula designs. Yonghua's (1988) theoretic-vocational continuum is useful for conceptualizing the curricula.

To exemplify a theoretically-oriented curriculum, Yonghua (1988) identifed Macquarie University, which is an interdisciplinary study of mass communication offered in the School of English and Linguistics. Offerings include Semiotically-oriented courses, Social Psychologically-oriented courses, and courses in Journalism and Print Media, and Scriptwriting for (1) Television, (2) Radio, and (3) Film. An MA in Communications Technology and Policy is comprised of the following courses: Technology and the Information Society, Interpreting Technology, Communications Technology, Cultural Studies, Communications Policy and Regulation, Consumers and Audiences, and Managing Communication.

A number of programs blend theory and applied emphases. For example, the University of Technology, Sydney, offers a BA in

Communications with an extremely broad program of more than 145 courses. A student selects: 1) two "units" from the Production Area (including Public Relations, Writing, Radio, Journalism, Film and Video, and Advertising); and 2) two units from the Studies Area (including Social and Political, Philosophy of Culture, Communication and Technology, Screen Studies, Textual and Performance, and Sound). The School of Humanities and Social Sciences also offers an MA in Communication in which "students have a wide range of choice in composing individual programmes of study which will suit their particular needs," though the program is also "designed to ensure a combination of [1] theoretical [Popular Culture Studies, Women and the Media, and Australian Studies] and [2] practical study" (Film and Video Production, Advertising, Writing, Public Relations, Journalism, Radio Production, and Elective Production). Students may also select from Special Study Areas in Social and Political Studies, Communication and Technology Studies, and Textual Performance Studies, Screen Studies, Sound Studies and Philosphy of Culture. A PhD is also available.

Also, a BA in Applied Communication Studies (Irwin, et al., 1986), which was designed while the School of Humanities and Applied Social Sciences was still autonomously the Nepean College of Advanced Education, is offered at The University of West Sydney. Core Studies included Interpersonal Communication, Communication in Small Groups, Organizational Communication, Media Images, Meaning of the Media, and Information Media.

Specializations included twelve courses in Public Relations, Media Studies, Professional Writing, and Health Communication.

Applied programs seem the most common. To exemplify a vocationally-oriented curriculum, Yonghua (1988) identified the program at the Queensland University of Technology, which includes a Bachelor in Business-Communication designed during the existence of the autonomous Queensland nInstitute of Technology. Introductory courses include Communication Theory and Speech Communication; advanced courses are offered in Strands of Advertising, Journalism, and Public Relations.

Another applied program is offered at Warrnambool Institute of Advanced Education, with a BA in Management Communication (Public Relations) comprised of the following curriculum: Interpersonal, Organizational Communication Theory, Applied Organizational Communication, Communication Theory, and Communication and Popular Culture.

At Bond University a BA in the School of Humanities and Social Sciences offers a major in Communication and Journalism that includes the following courses: "Working Across Cultures: Australian and Japanese;" Audio-Visual Communication; Mass Communication; Intercultural Communication; Interpersonal Communication; Case Studies and Communication Research; Interaction and Relationship Management; Professional Writing; New Communication Technologies; Organizational Communication; Communications and the Future; and Research Methods and Practices. Bond University also offers MA degrees in Mass

Communication, Communication Management, and Public Relations.

A Graduate Diploma in Communication Management is offered at the University of Technology, Sydney, Kuring-Gai Campus, in the School of Financial and Administrative Studies. Students enroll in Core and Associated Studies in areas such as Organizational Communication, Mass Communication Analysis, Applications of Communication Theory, The Group Context; in addition, Elective Specializations include Training, Public Relations, Publicity, Communication Media.

At Charles Sturt University-Mitchell Campus (in Bathurst, New South Wales), the School of Communication and Liberal Arts offers a BA in Communication. One Vocational Specialization in Organizational Communication includes courses in Organizational Communication, Communication and Culture, Communication Law, Communication Theory and Research, International Communication, Management Communication, Communication Campaigns, and Seminar in Contemporary Communication Issues. An MA in Communication offers additional courses, including Communication in Society, Applied Communication Theory, and Information Systems and New Media.

There are other programs that can be considered communication-oriented, and these are less applied. A correspondent explained that the School of Psychology at the University of New South Wales has

> a program in social psychology that among other things, also focuses on interpersonal behavior and interpersonal communication. This includes lectures and practicals,

> dealing with both verbal and nonverbal communication phenomena, impression management, person perception, and communication in groups. . . . Other courses dealing with language and cognitions also include some material that in other institutions might be taught in a speech communication curriculum.

Lastly, the Department of Linguistics at the University of Sydney is regarded by some correpondents as one that can not be overlooked in a review of communication studies. More than 60 courses are offered to comprise an MA and MEd, along with undergraduate studies.

Summary

In sum, the present status of communication curricula seems dynamic, varied and popular, and the absence of classes in rhetoric is notable. Further, as indicated above, the future of communication studies in Australia promises to be a professional challenge for faculty.

THE UNITED KINGDOM

In terms of the sheer number of institutions that offer a communication curriculum, it is a highly popular one in the United Kingdom: approximately sixteen polytechnic colleges and eleven universities offer some semblance of such a curriculum. Curricula from nearly all of these institutions were examined, collected through responses by thirty-eight snowball targets; at the time of this writing thirteen snowball targets have not responded to written inquiries.

Characterizing the large number of curricula is difficult because of an absence of a systematic framework. Some textbook materials, such as from the University of Birmingham (Hall, 1980) and the Open University of the University of London (Gurevitch, et al., 1982), provide some insight into the theoretic issues surrounding the teaching of communication, but these do not provide specific application of these issues to the structuring of curricula. Further, as is the case elsewhere, nomenclature is important: one snowball target explained that coursework is offered "not only under the heading of communication studies but also under the heading of media studies and cultural studies. These are seen as ovelapping and cognate areas in Britain."

Correspondence suggested that curricula might be characterized in terms of universities and polytechnics. One snowball correspondent suggested the following explication: "The point about the University/Polytechnic split is that it was under Poly auspices that Communication Studies became a recognised subject area in Britain, whilst Universities on the whole stuck to traditional subjects and subject combinations." Regarding poytechnics and colleges, in another context, Putnis (1986) suggested a view of curricula in noting "growing influence of pragmatic, vocational approaches," and he used examples to characterize curricula that were "degree-level, directly vocational," "practical work in media production," and a "growing polytechnic involvement in journalism education (p. 146)." Regarding universities, one snowball target characterized four

different curricula, with two having a "cultural emphasis," another having a "more applied, vocational emphasis," and another having a "more sociological and theoretical emphasis." The same correspondent noted that rhetorical approaches to communication in Universities were largely non-existent.

Polytechnics

In characterizing curricula in polytechnics, the following schema seems reasonable, recognizing, of course, that variation exists:

TYPES OF EMPHASIS

I. Cultural Studies	II. Media Vocational
III. USA-facsimile	IV. Business

A cultural studies-type curriculum is the BA in Communication offered by the Department of Literature and Languages at Trent Polytechnic Nottingham, which features course emphasis on sociology, literature, semiotics, and psychology, and additional electives in communication are available such as Problems and Issues in Contemporary Communication, Communication Through Discourse, and Advanced Topics in the Psychology of Communication. Another is the communication curricula at Bristol Polytechnic, which is offered by the Cultural Studies Section and includes a class in Mass Media and Ideology.

A media vocational-type curriculum is the Media Studies BA at North Chesire College, with classes in Graphic Design and

Photography, Writing for Print Media, Video Production, Sound Production. At Birmingham Polytechnic, the Department of English and Communication Studies offers a BA with emphasis on mass communication and with individual classes in Introduction to Radio, Introduction to Video Production; several classes are also taken in Communication Theory and Practice.

There are, of course, hybrids of these curriculum types. For example, the Communication Studies Set at Middlesex Polytechnic includes classes in Communication and Culture, Communication and Social Behavior, as well as more vocational classes in Video Workshops and Writing Workshops. Similarly, in the Department of Behavioural and Communication Studies at The Polytechnic of Wales, there are "foundation" classes in Culture, Society, Language and Media with required electives in each of these including classes in Design Culture and Environments, Musical Cultures, and Forms, and Practices in Radio. A final hybrid example is Coventry Poytechnic, with classes in Introduction to Sociology and Studying Culture and more applied classes in Graphic Design and Photograph.

A USA facsimile-type curriculum might be the Communication Studies one offered at Sheffield City Polytechnic, with classes in Interpersonal Communication, Verbal Communication, Communication and Social Process, Skills, and Theoretical Issues in Communication Studies.

A business-type curriculum exists in Communication Studies at Glasgow College with emphasis on Mass Communication and Media

and with classes in Economics and Marketing.

A hybrid of Type III and Type IV exists at Queen Margaret College where the Department of Communication and Information Studies offers classes in Persuasion and Change and in Organisational Communication as well as in Marketing.

Another hybrid exists at Napier Polytechnic with Type I and Type IV. Classes are in Language Practice; Psychology; Literature, Art & Society; Visual Communication; Marketing; Marketing Research; and Public Relations.

A "generalist approach," representing all four types of curricula, is available in the Communication Studies program at Sunderland Polytechnic, which offers classes in Interpersonal Communication, Mass Communication, Representations of Women in Painting and Film, and in Computing and Information Technology. Another "generalist approach" is available at Humberside Polytechnic: two years of studies are devoted to Pschology, Sociology, Literature, History, and a "Workshop" in Applied Social Science, or Combined Studies, or Humanities; a student continues Workshops in Communication (Media and Broadcasting), or Communication and the Arts or Communication and Public Relations, or Communication and Advertising, or Communication in a European Context.

Lastly, it should be noted that at least one polytechnic offers an MA in Communication Studies. Sheffield City Polytechnic offers classes that include Communication Codes, Contexts of Communication, Communication Technology, and

Communication Methodologies.

Universities

One might expect that curricula in universities are more theoretic than in polytechnics, and, as noted above, correspondence confirmed this proposition. These programs manifest themselves with a variety of emphases. At the University of York, there is an interdisciplinary program between psychology, sociology, and language and linguistics, which includes offerings in non-verbal communication, child language, political communication, communication in medical settings, and conversation analysis. The University of Lancaster, in 1991, will offer a new degree in Culture and Communication, as well as its current degree in Linguistics and Modern English Language, with a class in Discourse Analysis. Sociology and social psychology are the emphasis at the University of Loughborough for a BS in Communication and Media Studies.

There are also a number of programs that offer a more applied media orientation, not, however, to the exclusion of a theoretic emphasis. For example, at the University of Liverpool there are classes in Film Studies and in Documentary. The Film and Media Studies curriculum at the University of Stirling offers classes in Cable and Satellite Broadcasting, Television and Radio Drama, and Advertising. The Major in Media Studies at the University of Sussex includes classes in: Introduction to Media Studies (which "incorporates a workshop in the television studio); Single Medium Studies with options in Cinema, British

Press, European Press, Radio, and Television; Regional Studies options in Ireland, SE England, Western Europe, Eastern Europe; Media Themes options in Advertising or New Technologies; and an optional Year Abroad. The BA in Communication Studies and Sociology at Goldsmith's College of the University of London offers "practical work in television, film, photography, journalism, radio and electronic graphics," and some of these same elements are course options for a Postgraduate Diploma in Communications.

An applied business orientation is also available in universities. At Brunel University a BS in Communication and Information Sciences includes classes (in addition to one in Video and Television Production) in Computer Programming and Computers and Applications. At Trinity and All Saints College of the University of Leeds a BA and BS in Communication and Cultural Studies includes classes in Communication Design with professional options in Business Management and Administration or in Public Media.

A variety of graduate degrees are also available at universities. The Department of Education at the University of Manchester offers a M.Ed. in Education and the Mass Media that "aims to develop communication skills and practical techniques involving hands-on tape slide and video productions." An MA in Mass Communications and a PhD are available at the University of Leicester's Centre for Mass Communication Research. At Goldsmith's College there is an MA in Culture, Communication and

Society. Lastly, Birkbeck College of the University of London offers an MA in the Department of Applied Linguistics and a PhD.

Summary

In sum, many higher education institutions offer communication curricula, and these represent a variety of emphases, and varying amounts of applied emphases. Thus, communication is a popular curriculum in terms of the number of institutions, and a number of correspondents indicated that admission to the curricula is very competitive as well. Lastly, correspondence indicates that a number of noted communication researchers at other institutions teach individual classes that emphasize communication, and these are not noted herein.

OTHER ENGLISH-SPEAKING COUNTRIES

Canada

In their 1983 analysis, McPhail and Larsen maintained that "Canadian universities have suffered from a reluctance to develop either communication or journalism programs," and they identified bachelors and masters programs at fourteen institutions. Six years later Fiordo (1989) reported a survey of 87 institutions, with responses from 57 institutions; eighteen institutions offered a communication program, though many more offered a basic course in communication. Earlier, Fiordo (1988) had characterized curricula at fourteen institutions but suggested that one might count as many as twenty programs, depending on criteria employed. Based on this information, and on microfilm data collected from catalogues at thirteen institutions in 1987,

with the assistance of two student research associates, the following characterization of curricula is possible. Three snowball targets were contacted, and two responded. Programs at twenty-two institutions are identified.

Fiordo's 1988 analysis characterized curricula in terms of their traditional "speech" ("Aristotelian") orientation and their contemporary communication orientation. His analysis reported that the most traditional speech orientation was at the University of Cape Breton, which offered classes in (1) Voice, Articulation and Nonverbal Behavior, (2) Argumentation, Debate, and Small-Group Discussion, (3) Persuasion and Public Address, and (4) Interpersonal Communication. A similar type of program existed at Athabasca University.

According to Fiordo (1988), a second type of curriculum orientation existed, offering traditional classes as well as communication classes. Examples were the programs at the University of Windsor, offering an BA and an MA, and the BA at University of Ottawa: among the traditional classes at the two institutions were group dynamics, nonverbal communication, readers theatre, and intercultural communication; also available were a host of mass communication classes, conceptual and applied, and some business-oriented classes including mass media marketing and advertising. His report suggested that the programs at the University of Calgary might represent a similar orientation: a Diploma Program was planned to offer traditional speech classes; and a graduate program existed in what Fiordo

characterized as an "Annenberg model" including organizational communication, advertising and marketing, public relations, mass communication, and information systems.

Fiordo's (1988) analysis suggested that a third type of curriculum focused on mass communication, including programs at McGill University and Simon Fraser University, both of which offer an MA and a PhD. Emphasis was placed on technologies and issues of mass communication, though McGill University offered some "traditional speech" as well. According to the report by McPhail and Larsen (1983) and Fiordo (1988), other mass communication programs included: York University's program in Film and Video; the bachelors program, with a specialization in journalism, and masters programs at Concordia University; a bachelors program at Carleton University; and bachelors and masters programs at the Universite de Montreal. A unique program exists at Ryerson Polytechnic Institute: McPhail and Larsen identified a bachelors program in mass communication and journalism, and examination of the Institute catalog revealed a separate set of communication workshops in business writing and contexts. Taylor (1989) supplemented the inventory of programs, mentioning the bachelors and masters programs at Laval University and the University of Quebec at Montreal, the masters program at the University of Ottawa, and the inter-university doctoral program in communication at Concordia, Montreal and the University of Quebec at Montreal, which is "unique in that its seminars are conducted in a fluid mixture of the two languages,

French and English."

Some journalism programs were identified by Fiordo (1988): one at Kings College of Dalhousie University, a BJ program at the University of Regina, and an MJ program at the University of Western Ontario; the MJ program at the University of British Columbia, mentioned by Fiordo, has been postponed, according to a correspondent, but there is an additional MJ program at Carleton University. Lastly, Fiordo identified a public relations program at Mount Saint Vincent University and reported that a public speaking or interpersonal communication class is frequently taught at community colleges such as Mount Royal College.

There are other programs that were not identified by previous literature, which are apparently not regarded as major ones. At the University of British Columbia the Faculty of Education offers a Communications Media and Technology program. The Communications Studies program at Brock University has a generalist approach with classes in linguistics, interpersonal communication, mass media, and systems theory. York University has a Mass Communications program that is interdisciplinary between many departments including Anthropology/Social Science, Philosophy, Political Science, Computer Science and Sociology. Lastly, Wilfrid Laurier University offers an interdisciplinary Communication Studies program with classes in Human Communication Processes, Advanced Theories and Models of Communication, Philosophy, Classics, and Sociology of Mass Communication.

In sum, mass communication programs dominate in Canada, but

journalism and traditional speech programs are also available.

New Zealand

It is not difficult to characterize curricula in New Zealand, as only three programs exist. In addition to a phone interview, there were eight snowball contacts, and at the time of this writing six have responded.

The only Department of Communication per se is at the Victoria University of Wellington, and the program emphasizes information technology. However, at Massey University the Faculty of Business Studies an "endorsement" is offered in Communication Management or in Public Relations: thirteen classes are offered including Communications Media Management, News Media Processes, Organisational Communication, Cross Cultural Communication and Communication Law. The Department of Management at the University of Waikato was the first to teach communication and currently offers classes in Communication in Management, Advanced Business Communication, and News Media for Managers. New Zealand Baptist Theological College offers two basic speech classes.

AFRICA

In a study that is remarkably timely for the present effort to identify global communication curricula, James (unpublished) has reported a study of Communication Education in Sub-sahara Africa: Current Trends and Future Directions, which will be published as a book manuscript. Data were "drawn from selected anglophone and francophone countries in East, West Central,

South-West and Southern Africa," and approximately 100 schools, institutes and departments of communication were identified. Curriculum goals and content from most of these institutions were analyzed, using data drawn from department handbooks, the African Council of Communication Education Directory, and other project reports and library sources. The course content of a sample of 69 institutions was classified, and eight major curriculum issues or areas of emphasis were identified; the following table represents "the total number of institutions that offer courses within each category [and] . . . percentages for purpose[s] of comparison."

Curriculum content	No.	Percent
Journalism issues	50	72.4%
Theretical -	50	72.4%
Organisational -	47	68.1%
Applied/integrative	26	37.7%
Development issues	26	37.7%
Research -	25	36.2%
Technological -	10	04.5%
Pedagogical -	8	11.6%

A few examples of some of the courses that are manifested in selected categories are as follows. Journalism-issues courses included "Reporting and newsgathering, Broadcast production and presentation, and Media management." Theoretical courses included "Theories of human communication, Crosscultural communication, and Interpersonal communication." Organisational

courses included "Organisational communication, Public relations, and Advertising." Applied/integrative courses included "Writing for the media, Speech in broadcasting, and the Rhetoric of Social Movements." Developmental-issues courses "included all courses that related to communication at the grassroots level" such as "Agricultural journalism, Rural journalism, Traditional media, and Alternative media."

ASIA

At the time of this writing 63 snowball targets were contacted and 35 responded; catalogs from six institutions were reviewed.

The Arab States

The World Communication Report (UNESCO,1989) suggested that there may be as many as fifteen communication training and research programs in the Arab states, but at the time of this writing the snowball technique has not revealed any targets to contact.

China

In Hong Kong, there are at least six institutions that offer communication programs, including the following. The Department of Journalism and Communications at the Chinese University of Hong Kong offers a variety of applied and conceptual mass communication classes, including Communication Theories, Communication and Social Change, and International Communication. The Department of Journalism at Shue Yan College offers mass communication classes and an emphasis in Public Relations and

Advertising. The Department of Communication at Hong Kong Baptist College offers specializations in Film, Video, Public Relations, and Advertising, and individual classes include Intercultural Communication, Semiotics, and Communication Theories. Lastly, the Department of English at the University of Hong Kong offers a set of classes that focus on linguistics and language, including one in semantics.

Outside of Hong Kong, it is, of course, very difficult to collect catalog data. The best information about curricula is contained in the report by Greenberg and Lau (1990), who visited seven journalism and communication departments in 1987. They reported dramatic increases in the number of journalism schools and the number of students since the beginning of the decade, and among the trends that they reported are an emphasis on a broader range of communication theories and the establishment of communication colleges in two universities that created doctoral programs. A new curriculum at one of the campuses not visited by these researchers was described by Keever (1988), who also reported coursework in the theory of journalism and mass communication.

The curriculum at one university was received for this study. Xiamen University offers a program in International Journalism, which was one of those visited by Greenberg and Lau (1990). Review of the curriculum illustrates the emphasis that the authors placed on a contemporary theories approach: some of the classes are History of mass communication in China, History

of communication in foreign countries, Introduction to communication (in English), International communication and high-tech (in English), Communication and new tech (in English), and Communication theories.

India

Responses from five snowball targets have been received at the time of this writing, and responses have not been received from seven others. However, no data has yet resulted, which allow for a characterization of the curricula.

Japan and Korea

Free-standing speech programs do not exist in Japan, but a number of universities offer speech classes, as the examples below illustrate, most often by approximately 50 speech communication scholars trained in the U.S. In addition, communication programs exist in at least three institutions, including Tokiwa University and Aichi Shukutoku Junior College; no specific curricular data has yet been received, but a correspondent explained that the faculties are mass media and pscyhology and sociology specialists. Two additional programs are anticipated for approval in the near future.

The International Christian University in Tokyo was formerly a "center of 'communication studies from intercultural perspectives'"; currently, there are several communication-related courses in the Department of International Relations, and in the Department of Languages there are several notable classes including Introduction to Communication ("Occidental approaches"

and "social-psychological approaches"), Speech Theory ("from classical to modern") and a class in Rhetorical Communication (which includes group discussion). At Sinan Gakuin University in Fukuoka there is a class in Oral Interpretation of Literature and a Seminar in Persuasion, and according to an exchange student other classes include intercultural communication, interpersonal communication, and nonverbal communication. At Nanzan University in the Department of British and American Languages and Studies there are classes in introduction to communication, interpersonal communication, intercultural communication, and a seminar in persuasive aspects of American political communication. Basic speech courses are taught at Otsuma Women's University, Aoyama Gakuin University and Keio Gijuku University.

In Korea, the status of programs is apparently the same as in Japan: free-standing speech programs do not exist, but some communication programs, which have not yet been identified for this report, are avaiable. Indeed, one authority on communication education in Korea commented that "speech [communication] shows less promise throughout Asia than [it did in previous times]." At the time of this writing no specific curricular data about Korea has been collected.

Malaysia and Thailand

Six of the seven universities in Malaysia offer communication programs, and three of these offer undergraduate degrees contained within departments or units; two of these offer a masters programs and one offers a doctoral program, and the

programs at these universities are explicated below. Other universities offer courses in the Department of Malay Studies, the Centre of Liberal Studies, or the School of Humanities. One university offers public relations in the School of Business Studies. In addition, the Institut Teknologi MARA has a School of Mass Communication with specializations in journalism, public relations, advertising, and broadcasting; the common sequences for these specializations includes a mixture of practical subjects and theory-oriented subjects including interpersonal communication.

In Selangor, Malaysia, there are two universities that offer communication programs. The Department of Communication at the Universiti Kebangsaan Malaysia offers bachelors, masters, and PhD degrees with more than 45 theoretic and applied public relations, media and mass communication classes. The Department of Development Communication at the Centre for Extension and Continuing Education at the Universiti Pertanian Malaysia offers an MS and PhD with concentrations in Public Relations, Development Journalism, and Organizational Communication; additional concentrations are expected in Communication Technology, Advertising, and Development Broadcasting.

In Bangkok, Thailand, there is a full-blown program offered by the Faculty of Communication Arts at Chulalongkorn University, with Departments offering undergraduate majors in Journalism, Mass Communication, Motion Pictures and Still Photography, Public Relations, and Speech Communication and Performing Arts. There

is also a graduate program with the following areas of study: Mass Communication, Journalism, and Development Communication ("with application to economic, social, governmental, educational and public health development at local and national levels"). Fifty full-time lecturers serve approximately 800 students. In speech communication there are seventeen classes including interpersonal communication, oral interpretation, discussion, debate, intercultural communication, and rhetorical theory and criticism. In addition, the first private university in Thailand, Payap University, offered a single speech class in 1988.

EUROPE

Eastern Block

At the time of this writing there is still an official division between East and West Germany. Indeed, at the time of this writing and in this context it seems most appropriate to still conceive of an Eastern Block. To collect data for this study, in addition to correspondence with institutions in Germany, the author attended the 12th International Colloquium on Oral Communication. The Colloquium was originated as an effort to bring together an approximately equal number of scholars from the United States and Europe and has generally been held in alternate years in the United States or in Europe.

An excellent characterization of communication programs in East Germany was offered by McGuire and Berger (1979), which included the mandated State plan of study for speech

communication. Interviews with Eastern Block scholars at the Colloquium emphasized that, as a consequence of political changes, this plan will almost certainly be abandoned or at least radically modified within the very near future, perhaps as early as January, 1991. Indeed, two professors from universities in East Germany and Czechoslavakia independently reported significant changes already occuring in curricula; a third professor even indicated that previous inquiries by the author had prompted some discussion about whether to report curricula as it had existed prior to the political changes in Europe. For the present, the plan described by McGuire and Berger (1979) has not changed radically, based on English-translated data received from the Martin-Luther-University, Halle-Wittenberg. Based on interviews with an East German scholar and a Czech scholar, there are six universities with important communication programs in Germany and at least one in Czechoslavakia, and one might expect the curricula at all of them to be nearly identical: the programs are at Bostock, Grieifswald, Berlin, Halle, Leipzig, and Jena, and the University of Prague.

Western Europe

The most prominent speech communication programs in Western Europe are in West Germany, and the importance of Hellmut Geissner in their framework has been characterized by McGuire and Slembeck (1987):

> Geissner is the only person who can grant Habilitation, which is necessary to any other scholar seeking the

> difficult rank Professor. "Habilitation" is a post-doctoral research undertaking which is tantamount to the writing of a second dissertation. One is ineligible for the rank "Professor" within a particular "Fach" or discipline until and unless one has completed "Habilitation" under the direction of a Professor within that specific field (p. 349).

Only at the University of Koblenz/Landau, where Geissner teaches, is a diploma in speech communication offered. As suggested above, Landau also offers a masters degree and a PhD; other students can earn a postgraduate diploma in speech education with study in rhetoric, small group discussion, discourse analysis, speech making and analysis, speech education methods, and in hermeneutics or oral interpretation or broadcasting. Classes offered at Landau during Summer, 1990, for example, included "On Rhetoricity of Television," "Male-Female Communication Styles," "Oral Interpretation of Political Poems," and "Methods of Teaching Speech Communication to Broadcasters and Television Journalists."

West German students can also receive a certification in speech arts, through an examination known as a DGSS, after studying a specified set of classes at ten universities located in Aachen, Duisburg, Gottingen, Heidelberg, Laudau, Marburg, Munster, Regensburg, Saarbrucken, and Vechta. Other universities, such as at Koln, however, offer speech classes such as group discussion, oral interpretation, and therapeutic

communication.

Communication programs exist at other universities in Germany, including the University of Tubingen and approximately twelve universities with specializations in journalism, but data about these programs have not been obtained at the time of this writing.

A notable speech communication program exists at the University of Amsterdam in the Netherlands, offering an undergraduate program, a masters degree and a doctorate. The undergraduate program focuses on argumentation theory, psycholinguistics, sociolinguistics, Speech Act Theory and Conversation Analysis, and Philosophy [and Methodology] of Science. The graduate program focuses on Theoretical Speech Communication Research, Teaching Speech Communication, and Practical and Commercial Speech Communication, the last including classes in Argumentation in Law.

A communication program in Switzerland exists only at the University of Lausanne with classes including Group Discussion and Argumentation, Listening Comprehension, Rhetorical Text Analysis, and Public Speaking for Future Teachers.

LATIN AMERICA

The focus on Latin America has been one of the least productive of data. The World Communication Report (UNESCO, 1989) suggested that there may be more than 200 schools and communication departments in Latin America and the Caribbean. Indeed, one correspondent suggested that there are "175

institutional members in . . . [an] amazingly well organized [professional] association. Lots of activity in curriculum development in Latin America." Inquiries were sent to twelve snowball contacts, and six responded, but comparatively little useful curricular data has been received at the time of this writing, except as noted below.

Mexico

According to Blythin (1990) there are thirteeen higher education communication curricula in Mexico, and he offered case studies of five of these, based on printed materials and field visits to four of the institutions, though he suggested that as many as 32 programs may exist. He derived a model of a Mexican curriculum and stressed that students are "trained in specialized techniques of mass communication (p viii)." In addition, he stressed that "the curriculum reveals more than a simple emphasis in social concerns. It suggests a social rather than individual orientation (p. 38)." Indeed, "three of the five . . . [of the sampled curricula] demand social contribution from their students--civic duty (p. 38)." In the model, "the first two years of study are devoted to literacy and to the sociology, politics, psychology, and history of communication. The last two years give Mexican students a focused opportunity to practice their skills, and an opportunity to use those skills in social or academic service (p. 35)." Semesters one through four emphasize Spanish, foreign language, sociology, political studies, psychocolgy, and history. Semesters five through seven emphasize

specialized study in radio and television, journalism, advertising, public relations, research methods, and practice. Semester eight is devoted to social work and a thesis. Blythin also suggested that the curriculum offered at the Universidad Autonoma De Nuevo Leon is representative of communication programs, and it is reproduced here to illustrate classwork (pp. 35-37):

First Semester	Second Semester
Spanish I	Spanish II
Spanish Literature	Spanish American Literature
Methodology in Social Sciences	General Psychology
Social Anthropology	Social Communication I
Law Principles in General	Techniques in Documenting Research
Communication Theory	Urban Sociology
English I and II	Psychology in Communication
Third Semester	**Fourth Semester**
Social Psychology	Intro. to Political Ideologies
Social Communication II	Mass Communication
Administrative Theory	Socio-Economic Problems in Mexico
Writing Seminar	General Photography
General Economics	Psychology in Communication
Art Appreciation	
Fifth Semester	**Sixth Semester**
Math	Statistics
Marketing I	Marketing II
Advertising I	Advertising II
Design in Advertising I	Design in Advertising II
Group Psychology	Means of Advertising
Seventh Semester	**Eighth Semester**
Legal Structure in Mexican Advertising	Management of Advertising Agencies
Printed Advertising	Workshop in Advertising
Audiovisual Advertising	Workshop on Marketing and Advertising Cases
Design and Message in Advertising	Creativity in Advertising
Marketing III	Professional Ethics
Advertising Photography	Advertising Photography II

Puerto Rico

One of the initial core of snowball contacts suggested inclusion of Puerto Rico in this study, though some might suggest that this United States Commonwealth is not outside of the U.S. At the University of Puerto Rico the Department of English offers a Major in Linguistics and Speech Communication, which includes classes in Intercultural Communication, Communication and Popular Culture, Organizational Communication, Interpersonal Communication, Nonverbal Communication, and others.

SUMMARY

It is apparent that regions that are primarily English-speaking have embraced communication as a higher education discipline, while "pioneering" seems to have occurred in other regions. Data collection is continuing at the time of this writing, and a more complete picture of global curricula will become clearer. The leadership of professional associations and other communication scholars will thus be in a position to elect to extend this preliminary study in order to facilitate dessemination of teaching and research to regions in need of curricular expansion.

Appendix: Methodology

Some parameters of comprehensiveness of this study were essential, as all communication curricula around the globe could not be investigated. In the absence of a systematic framework to conduct the study, a modified "snowball technique" evolved as the best means of research. The decision to utilize this methodology was made after contact with a considerable number of the persons who ultimately formed the initial core of the snowball sample. A systematic mail survey was considered but was prohibited by available resources. The snowball sample is described below. However, the sample was modified because it was expanded at each point during the study when the author uncovered a lead to follow, such as a footnote-reference or even a casual conversation.

The main advantage of the snowball technique is, of course, that the data fully defined themselves, but there are a number of disadvantages, as well. First, the sample itself is determined by self-selection; that is, inquiries to snowball targets could simply go without response, and they did in some cases. Thus, the greatest disadvantage is the absence of a systematic set of parameters that would allow one to know what curricula were not included in the study. In addition, the methodology provided no systematic beginning and ending parameters: simply, there is no precise way to select the beginning sample, and data collection could hypothetically extend to infinity. However, data collection necessarily had to be terminated at some reasonable point; if this were not done, the "snapshot" in time would be distorted by changes in the conditions that governed data collection early in the sample. Data collection began in Summer, 1987, but the snowball sample began in April, 1989. As time passed, naturally, the size of the snowball sample increased exponentially and thus did the amount of data collected. The analysis stage for data began in July, 1990, at which time the rate of data collection seemed to have slowed itself considerably.

In sum, this product of the snowball technique cannot be considered a comprehensive analysis of the status of curricula. Rather, it is a systematically-derived product that is almost certainly very incomplete in coverage of global curricula. Indeed, conventional wisdom suggests that some or many curricula are not reported here--the result of unanswered queries or the inadequacies of the snowball sample.

To begin the study, advice and direction were first sought from the Executive Directors of the Speech Communication Association, SIETAR (Society for Intercultural Education, Training and Research), and the International Communication Association. The appropriate Division Chairs of the latter association were also contacted: Instructional/Developmental and International/Intercultural. Other members of the initial snowball sample included some of the authors of the literature reviewed above. Further, issues of Spectra beginning with

January, 1986, were systematically reviewed, as were issues of the ICA Newsletter beginning with Winter, 1986; this analysis revealed the names of snowball targets who had reported teaching or research activities outside of the U.S.

Each of the snowball contacts received a letter that: 1) explained that the study focused on catalog descriptions; 2) requested advice/guidance; 3) solicited appropriate materials or library references about the systems of education in general and/or communication, specifically; and 4) solicited other snowball targets. In addition to phone contacts and electronic mail contacts, more than 300 letters were sent. At the time of this writing, approximately 70 letters have received no response.

Lastly, data was collected through the author's attendance of the International Colloquium on Oral Communication in Switzerland in July, 1990.

While the original goal of the present study was to focus on "speech communication" curricula, the parameters of this term was anticipated as a particular problem. Upon the advice of snowball contacts, a decision was made early to broaden the study to focus generically on communication curricula, as defined, in part, by the respondents. But the decision was also made to exclude film curricula and journalism curricula except when they seemed directly relevant to mass communication. Advice from snowball contacts also led to a decision to include "public relations," "language" and other curricula insofar as respondents offered information about these.

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